

## Shore to Sea

Taken from Fifer, F. & Ledbetter, C. (2000). *Penny Ante Science*®. Dallas: SCE Associates.

Use these **extensions** to inspire your own creativity to integrate these activities into your present curriculum.

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**Ecology:** As the sea floor changes, so does the area in which organisms can live. As the water gets deeper and deeper, organisms are less reliant on light for photosynthesis and have developed other strategies for manufacturing their own food. Near the shore, light penetrates the water, allowing photosynthetic organisms to exist and other organisms to graze. How does the profile you have constructed impact what organisms can live in the areas? Why are the animals in the near-shore waters so much more colorful than those in the deep oceans?

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**Geology:** In some area the ocean floor slopes gradually away from the shore, yet in other places the continental shelf is very narrow. Many places in the ocean are so deep that no one has ever seen the ocean floor. Now sonar is used to gather information about the depths. Why is it important to know what the ocean floor looks like?

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**Humankind:** Humans are taking up more and more of the land surface. Places to live and to grow food are decreasing. Where would you go to harvest the most food from the ocean? How does our fishing impact the citizens of the oceans?

These detailed **correlations** indicate direct applicability to specific standards; others may be implied.

Texas Essential Knowledge & Skills (TEKS)*	K-2	3-6	6-8	IPC, Biology, Chemistry, Physics	Aquatics, Astronomy, Environmental, GMO
		6.1, 2, 4, 14	6.1, 2, 4, 14 7.4 8.1, 5, 10, 12, 14		Aquatics.1 GMO.1, 2, 7, 8, 11

\* Compiled from Ledbetter, C. (2000) *TEKSing through Penny Ante Science*®. Dallas: SCE Associates. Specific listing within any category pre-supposes applicability to the general process TEKS for each area.